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| Lesson Title: | |  | | | | | | | | | |
| **Teacher:** | Almonte, Nanci | | **Hour:** | | AM core and PM core | | | | | | |
| **Week:** | 3 week Unit | | **Date:** | | 2/2011 | | | | | | |
| **Unit:** | Persuasive Research/ writing | | **Target Grade Level: 6** | | | | | | | | |
| **Course:** | 6th grade LA | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | I can find and evaluate online sources.  I can take notes on relevant information  I can communicate information effectively.  I can collaborate with classmates. |
| **Criteria for Success:** | Demonstrate ability to work collaboratively to find/evaluate/process information  Rubric with scores for elements of task  6 Trait Rubric for written work  Poster rubric for final project |
| **Progression of Learning:** | Students have been practicing research and note-taking skills. We have also worked on persuasive techniques in writing and studying the 6 traits. This project will require the application of all these skills while working collaboratively with online sources and Wiki spaces. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| 6RWC1.1.a  6RWC1.1.b  6RWC3.2 – a-g  6RWC3.3 – a-g  6RWC4.1 – a, b, d, e, f | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | Creativity and Innovation:   * apply existing knowledge to create new product * create original works as a means of group expression   Communication and Collaboration:   * interact, collaborate and publish with peers employing digital environments * contribute to project teams to produce original works or solve problems   Research and Information Fluency:   * plan strategies to guide inquiry * locate, organize, analyze, synthesize and ethically use information from sources and media * evaluate and select information sources based on appropriateness * process data and report results   Critical Thinking, Problem Solving, and Decision Making:   * Identify and define authentic problems and significant questions for investigation * Plan and manage activities to complete a project   Digital Citizenship:   * advocate and practice safe, legal, responsible use of information and technology |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| 50% of students are able to access wiki.  Student are able to take notes.  Determining relevant information needs practice. |  | All students created Wiki pages with required information.  Students wrote quality paragraphs and made informative/ persuasive posters.  Students accessed and evaluated sites and created bibliographies for their sources. |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Groups by interest, ability and compatibility  Different group members bring different strengths |  |  |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Destiny (EVMS library page)  Almonte Writing Wiki   * assignment * resources * links to sites |  | Classroom materials:   * notes page * assignment checklist * rubrics * bibliography guide |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| * 6 Trait Rubric for writing * Checklist to monitor group/ individual progress * Final project rubric * Project self/ group evaluation form |  | Daily Learning logs provide a means for students to set daily learning goals and reflect on their progress towards those goals. |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | GUIDED PRACTICE hook: Fast Food- referenced science class and viewing of Fast Food Nation.  GROUP PROJECT hook: We can change the world!!! What problems do you want to address? How can we make a difference?  - Interest survey  - ISTE standards survey |  |
| **Introduction** | Explore Group Persuasive Project together on the Wiki space.   * Discussed purpose and objective * Examined rubrics/ criteria for success |  |
| **Direct Teaching** | 1. WHOLE CLASS FAST FOOD PRACTICE:  Demonstrated how to use Destiny to find sources.  Evaluated online sources as a class (using WS)  Demonstrated how to take 2 column notes from source. (used WS)  2. Modeled 2 persuasive paragraphs with opposing viewpoint  - discussed effectiveness  - evaluated with the rubric  3. GROUP PROJECT:   * Modeled use of Wiki * Taught students how to make new pages * Taught students to use the comments/ discussion threads to collaborate   - Modeled a persuasive poster and paragraph to demonstrate expecations. | Multiple days |
| **Guided Practice** | 1. Whole class Fast Food practice   2. Students took notes from other articles.  2. Students wrote persuasive paragraphs  3. Students used Destiny to list and evaluate possible sources | 1 class period |
| **Feedback** | Students still want to just use Google. I decided to make a link to Destiny on the Wiki page to lead them there. Students used the link successfully.  Students were excited about topics but worried about collaboration. I want to do mini-lessons on collaboration skills.  I used feedback to assist certain groups and clearly state group expectations.  Feedback was given daily on the Wiki site. Students reflected online at the end of each workday, and I wrote messages to groups after reviewing their work each day. |  |
| **Independent Practice** | Groups worked on their projects  - Access/ evaluate sources  - Take notes  - Create Wiki page  - Create persuasive posters  - Write persuasive paragraphs  - Write bibliographies  -Evaluate/ Revise/ edit paragraphs  -Plan speeches to educate and persuade the class  - Deliver speeches together using visual aid. | 5 days |
| **Closure** | Students reflected on the collaborative process and use of the Wiki  Students recorded 2 new things they learned from another groups presentation in their Learning Logs. |  |